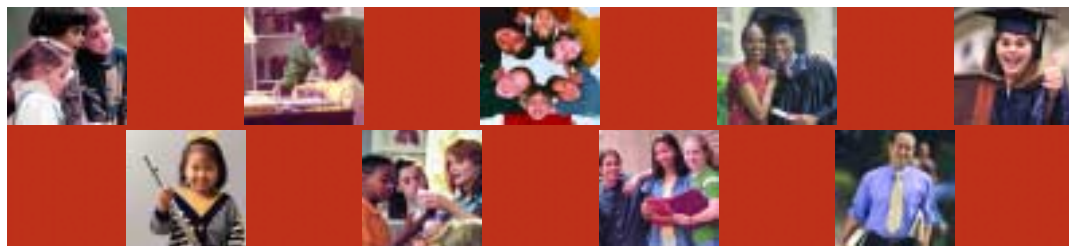


the condition of education 2003



INDICATOR 3

Concentration of Poverty by School District Urbanicity

The indicator and corresponding tables are taken directly from *The Condition of Education 2003*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2003*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2003067>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2003*, NCES 2003-067, Washington, DC: U.S. Government Printing Office, 2003.

Elementary/Secondary Education

Concentration of Poverty by School District Urbanicity

Compared with students in other types of communities, students in central cities are more likely to be poor, and students in urban fringe or rural areas within metropolitan areas are less likely to be poor.

Poverty poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school (NCES 96–184). In 1999 (the most recent year for which data are available on the numbers of children in poverty by school district), 16 percent of all children ages 5–17 lived in households where the annual income in the previous year was below the poverty level (see supplemental table CPV-1).

The concentration of poverty among all school-aged children varies appreciably by the urbanicity of school districts in which they live. In 1999, 24 percent of school-age children in school districts in central cities of large metropolitan areas lived in poverty, followed by 20 percent of children living in school districts in central cities within midsize metropolitan areas. The areas with the lowest concentration of school-age children in poverty (10 percent) were rural areas within metropolitan areas and urban fringes of large metropolitan areas. More school-age children were in poverty in rural areas outside metropolitan areas and in large and small towns than in the urban fringe.

The Midwest had the lowest concentration of school-age children in poverty in 1999, followed by the Northeast, West, and South. The Northeast, Midwest, and West followed the national pattern of higher levels of school-age children in poverty in central cities of large metropolitan areas and lower levels in the urban fringe or rural areas within metropolitan areas. Compared with other types of communities in their regions, the Northeast and Midwest had the largest differences between the percentage of poor children in central cities of large metropolitan areas: both regions had lower levels of school-age children in poverty in the urban fringe, large and small towns, and rural areas than the national level for each type of community. In the South, the concentration of school-age children in poverty was more evenly distributed, with comparable levels of poverty in central cities, large and small towns, and rural areas outside metropolitan areas.

NOTE: MSAs denote metropolitan statistical areas and are geographic areas containing a large population nucleus together with adjacent communities having a high degree of social and economic integration. To define poverty, the Bureau of the Census uses a set of money income thresholds, updated annually, that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. See *supplemental note 1* for further information on poverty and a definition of urbanicity and the states in each region.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2000–01 and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Small Area Income and Poverty estimates, Title I Eligibility Database, 1999.

FOR MORE INFORMATION:

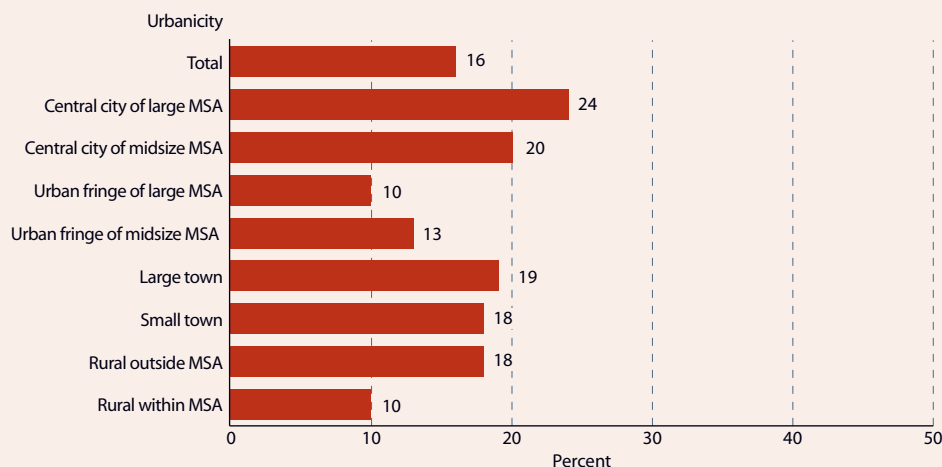
Supplemental Notes 1, 2, 3

Supplemental Table 3-1

NCES 96–184; National Academy of Sciences 1999



ELEMENTARY AND SECONDARY EDUCATION: Percentage of related children ages 5–17 in poverty, by urbanicity, 1999



Concentration of Poverty by School District Urbanicity

Table 3-1. Number (in thousands) and percentage of related children ages 5–17 in poverty, by urbanicity and region: 1999

Type of student	Total	Urbanicity							
		Central city of large MSA	Central city of mid-size MSA	Urban fringe of large MSA	Urban fringe of midsize MSA	Large town	Small town	Rural outside MSA	Rural within MSA
		Total							
All students	51,696	8,654	6,661	16,814	5,310	661	4,895	4,572	4,130
Poor	8,188	2,108	1,314	1,763	711	123	903	838	427
Nonpoor	43,508	6,545	5,347	15,050	4,599	537	3,992	3,734	3,703
Percent poverty	15.8	24.4	19.7	10.5	13.4	18.7	18.5	18.3	10.3
		Northeast							
All students	9,410	1,889	1,032	3,355	1,023	32	497	425	1,157
Poor	1,420	541	263	297	92	5	70	63	89
Nonpoor	7,990	1,348	769	3,058	931	27	427	362	1,068
Percent poverty	15.1	28.7	25.5	8.8	9.0	16.4	14.0	14.8	7.7
		Midwest							
All students	11,971	1,679	1,632	3,573	862	207	1,468	1,441	1,108
Poor	1,471	408	266	237	72	30	185	196	78
Nonpoor	10,499	1,271	1,366	3,336	790	178	1,284	1,245	1,029
Percent poverty	12.3	24.3	16.3	6.6	8.4	14.2	12.6	13.6	7.1
		South							
All students	18,236	2,496	2,199	4,989	2,614	221	2,088	2,134	1,494
Poor	3,265	555	466	584	429	51	501	469	211
Nonpoor	14,971	1,941	1,734	4,406	2,185	171	1,587	1,666	1,283
Percent poverty	17.9	22.2	21.2	11.7	16.4	22.9	24.0	22.0	14.2
		West							
All students	12,080	2,590	1,798	4,896	811	200	842	572	371
Poor	2,032	604	319	646	117	38	149	111	48
Nonpoor	10,048	1,986	1,479	4,250	694	162	693	461	323
Percent poverty	16.8	23.3	17.7	13.2	14.4	19.0	17.7	19.4	13.0

NOTE: MSAs denote metropolitan statistical areas and are geographic areas containing a large population nucleus together with adjacent communities having a high degree of social and economic integration. To define poverty, the Bureau of the Census uses a set of money income thresholds, updated annually, that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. See *supplemental note 1* for further information on poverty and a definition of urbanicity and the states in each region. See *supplemental note 2* for more information on the Current Population Survey and *supplemental note 3* for more information on the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2000–01 and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Small Area Income and Poverty estimates, Title I Eligibility Database, 1999, previously unpublished tabulation (December 2002).